DIVISION MEMORANDUM
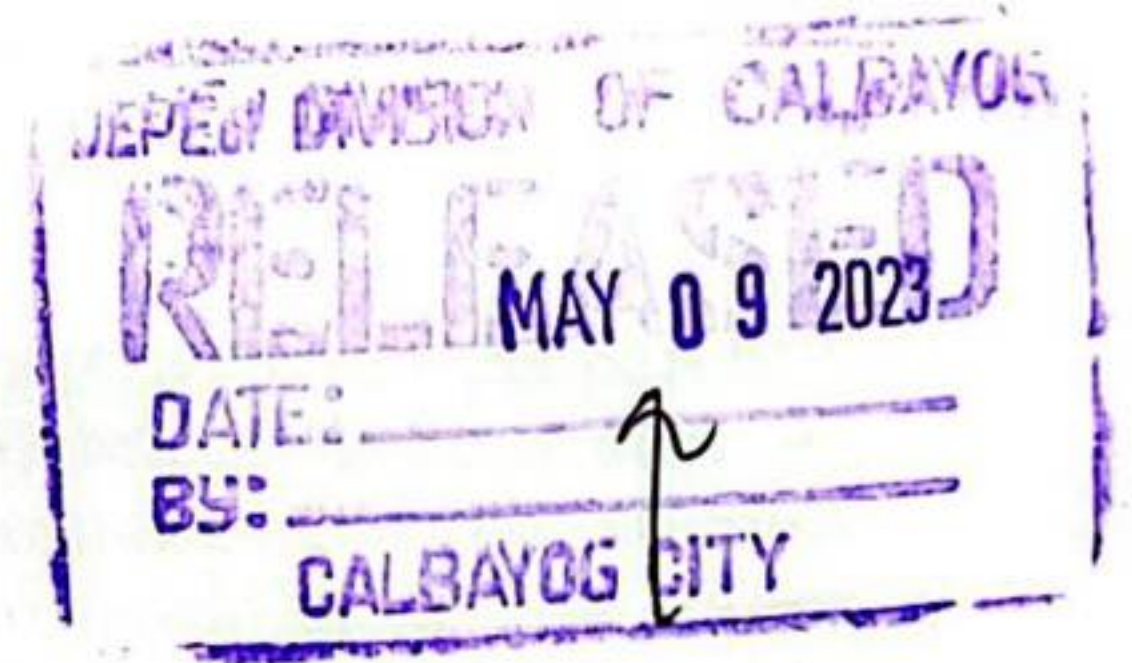No. _____166_____, s. 2023

TO: SGOD/CID Chiefs
         Education Program Supervisors
         Public Schools District Supervisors
         Division Planning Unit
         Elementary School Heads
         All Others Concerned

FROM: **MOISES D. LABIAN JR. PhD, CESO VI**
         OIC- Schools Division Superintendent
         Officer-In-Charge

For the Schools Division Suoerintendent

         EDITA S. CANO
         Admin. Officer V
         Office In-Charge

SUBJECT: **REITERATION OF PROVISIONS ON ASSESSMENT IN DO 47 s.2016**
         "OMNIBUS POLICY ON KINDERGARTEN EDUCATION"

DATE: May 8, 2023

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1.   In reference to DepEd Order No. 47 s.2016 titled, "Omnibus Policy on Kindergarten Education" this Office, through the Curriculum Implementation Division hereby reiterates the salient provisions on assessment and reporting of learners' progress which emphasize the attainment of the content and performance standards under the seven (7) developmental domains namely: 1) Language, Literacy, and Communication *(Wika, Karunungan sa Pagbasa at Pagsulat)*; 2) Socio-Emotional Development *(Pagpapaunlad ng Sosyo-Emosyunal at Kakayahang Makipamuhay)*; 3) Values Development *(Kagandahang Asal)*; 4) Physical Health and Motor Development *(Kalusugang Pisikal at Pagpapaunlad sa Kakayahang Motor)*; 5) Aesthetic/Creative Development *(Sining)*; 6) Mathematics *(Matematika)*, and; 7) Understanding of the Physical and Natural Environment *(Pag-unawa sa Pisikal at Natural na Kapaligiran)*.

2.   Classroom assessment, as defined in DO 8, s.2015 and cited Section V-11-B-ii of DO 47 s.2016, is an ongoing process of identifying, gathering, organizing, and interpreting quantitative and qualitative information about what learners know and can do. There are two types of classroom assessment, namely, formative and summative. Formative assessment is used to see how best to support learners in their development. On the other hand, summative assessment is used to measure whether learners have met the content and performance standards outlined in the KCG.

3.   Formative assessment in Kindergarten starts with the administration of the **Philippine Early Childhood Development (ECD) Checklist** at the beginning of the school year. Summative assessment is conducted at the end of the year, through the

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administration of the **Philippine ECD checklist**, and **teacher-made assessment tools** (i.e., portfolio assessment, and performance-based tasks). At the end of the school year, it is important to determine the achievement of competencies across developmental domains as articulated in the KCG. Learners should be assessed for all remaining competencies in the KCG. Evaluation of individual children's achievement levels and school performance is always based on the combination of both the built-in or informal evaluation, and the more formal and periodic evaluation. In that sense, summative assessment is always cumulative. It is a collection of assessments performed over time. Thus, a single form of assessment is inappropriate.

4. At the end of every quarter, a **progress report** will be provided to the parents. The overall performance of the learner based on all the evidence of learning such as portfolios, checklists, and teachers' observations will be summarized in the progress report. The progress report contains a cluster of representative skills across developmental domains and content areas. Each of the representative skills listed in the progress report is linked to one or more competencies in the Kindergarten Curriculum Guide. Please see attached enclosure of the sample Kindergarten Progress Report that will be released to parents.

5. Qualitative ratings shall be used in the progress report instead of numerical grades because these are more appropriate to the age and development of Kindergarten learners. Quarterly parent-teacher conferences are opportune times to discuss with the parents/guardians the learners' achievements and progress over the course of ten (10) weeks. During these conferences, teachers present the learners' portfolio to the parents/guardians, and engage them in conversations about the learners' development and behavior in school, as well as learning goals for the next grading period.

6. Immediate dissemination of and compliance with this Memorandum of all concerned are desired.

28 JUN 2016

DepEd O R D E R
No. 4 7, s. 2016

OMNIBUS POLICY ON KINDERGARTEN EDUCATION

To: Undersecretaries
Assistant Secretaries
Bureau Directors
Regional Directors
Schools Division Superintendents
Public and Private Elementary School Heads
All Others Concerned

1.   Republic Act No. 10157 also known as the *Kindergarten Education Act* provides equal opportunities for all children to accessible and mandatory kindergarten education. Thus, the Department of Education (DepEd) issues the enclosed **Omnibus Policy on Kindergarten Education** for School Year 2016-2017, and the subsequent school years thereafter.

2.   This DepEd Order (DO) therefore sets the basic standards for an efficient and effective Kindergarten Education Program implementation for both public and private schools nationwide, and shall serve as basis for accreditation and/or recognition of those intending to put early learning centers.

3.   This DO further provides a   comprehensive Kindergarten Education policy covering the following different components of implementing Kindergarten Education Program:

   a. curriculum;
   b. instruction, such as teaching methodologies and strategies;
   c. assessment;
   d. learning resources and instructional materials;
   e. learning space and environment; and
   f. monitoring and evaluation for the standard delivery of kindergarten services.

4.   All existing Orders, Memoranda, and other related issuances inconsistent with this policy are superseded.

5.   This policy will remain in force and in effect, unless sooner, repealed, amended or rescinded.

7.   Immediate dissemination of and compliance with this Order is directed.

BR. ARMIN A. LUISTRO FSC
Secretary

KINDERGARTEN PROGRESS REPORT

SY _____

Name: _____

Section: _____   Teacher: _____

Age of Child at the Beginning of the SY: Years ___ Months___

Age of Child at the End of the SY: Years ___ Months___

The purpose of this progress report is to inform parents about their child's learning achievement based on the Kindergarten Curriculum Guide. This reflects a summary of your child's learning performance. It identifies your child's levels of progress in different domains of development (not necessarily academic) every ten (10) weeks or quarter so that we know if additional time and follow-up are needed to make your child achieve the competencies expected of a five (5) year old.

Each competency will be marked with: Beginning (B) ; Developing (D) or ; Consistent (C)

Health, Well-Being, and Motor Development	Q1	Q2	Q3	Q4
Demonstrates health habits that keep one clean and sanitary				
Demonstrates behaviors that promote personal safety				
Demonstrates locomotor skills such as walking, running, skipping, jumping, climbing correctly during play, dance or exercise activities				
Demonstrates non-locomotor skills such as pushing, pulling, turning, swaying, bending, throwing, catching, and kicking correctly during play, dance or exercise activities				
Demonstrates fine motor skills needed for self-care / self-help such as toothbrushing, buttoning, screwing and unscrewing lids, using spoon and fork correctly, etc.				
Demonstrates fine motor skills needed for creative self-expression/ art activities, such as tearing, cutting, pasting, copying, drawing, coloring, molding, painting, lacing,etc.				
Traces, copies, or writes letters and numerals				
Socioemotional Development	Q1	Q2	Q3	Q4
States personal information (name, gender, age, birthday)				
Expresses personal interests and needs				
Demonstrates readiness in trying out new experiences, and self-confidence in doing tasks independently				
Expresses feelings in approproate ways and in different situations				
Follows school rules willingly and executes school tasks and routines well				
Recognizes different emotions, acknowledges the feelings of others, and shows willingness to help				
Shows respect in dealing with peers and adults				
Identifies members of one's family				
Identifies people and places in the school and community				
Language, Literacy, and Communication	Q1	Q2	Q3	Q4
Listening and Viewing				
Distinguishes between elements of sounds e.g. pitch (low and high), volume (loud and soft)				
Listens attentively to stories/poems/songs				
Recalls details from stories/poems/songs listened to				
Relate story events to personal experiences				
Sequence events from a story listened to				

Appendix 1. Sample Kindergarten Progress Report

	Q1	Q2	Q3	Q4
Infer character traits and feelings				
Identify simple cause-and-effect and problem-solution relationship of events in a story listened to or in a familiar situation				
Predict story outcomes				
Discriminates objects/pictures as same and different, identifies missing parts of objects/pictures, and identifies which objects do not belong to the group				
Speaking				
Uses proper expressions in and polite greetings in appropriate situations				
Talks about details of objects, people, etc. using appropriate speaking vocabulary				
Participates actively in class activities (e.g., reciting poems, rhymes, etc.) and discussions by responding to questions accordingly				
Asks simple questions(who, what, where, when, why)				
Gives 1 to 2 step directions				
Retells simple stories or narrates personal experiences				
Reading				
Identifies sounds of letters (using the alphabet of the Mother Tongue)				
The child can identify the following letter sounds: /a/ /b/ /c/ /d/ /e/ /f/ /g/ /h/ /i/ /j/ /k/ /l/ /m/ /n/ /ñ/ /ng/ /o/ /p/ /q/ /r/ /s/ /t/ /u/ /v/ /w/ /x/ /y/ /z/				
Names uppercase and lower case letters (using the alphabet of the Mother Tongue)				
The child can name the following uppercase and lower case letters: A B C D E F G H I J K L M N Ñ NG O P Q R S T U V W X Y Z a b c d e f g h i j k l m n ñ ng o p q r s t u v w x y z				
Matches uppercase and lower case letters (using the alphabet of the Mother Tongue)				
Identifies beginning sound of a given word				
Distinguishes words that rhyme				
Counts syllables in a given word				
Identifies parts of the book (front and back, title, author, illustrator, etc.)				
Shows interest in reading by browsing through books, predicting what the story is all about and demonstrating proper book handling behavior (e.g., flip pages sequentially, browses from left to right, etc.)				
Interprets information from simple pictographs, maps, and other environmental print				
Writing				
Writes one's given name				
Writes lower case and upper case letters				
Express simple ideas through symbols (e.g., drawings, invented spelling)				
Writes one's given name				
Writes lower case and upper case letters				
Express simple ideas through symbols (e.g., drawings, invented spelling)				

Mathematics	Q1	Q2	Q3	Q4
Identifies colors				
Identifies shapes				
Sorts objects according to shape, size, and/or color				
Compares and arrange objects according to a specific attribute (e.g., size, length, quantity, or duration)				
Recognizes and extends patterns				

Appendix 2. Sample Kindergarten Progress Report

	Q1	Q2	Q3	Q4
Tells the names of days in a week				
Tells the months of the year				
Distinguishes the time of day and tells time by the hour (using analog clock)				
Rote counts up to 20				
The child can count up to: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 Others: _____				
Counts objects up to 10				
The child can count up to: 1 2 3 4 5 6 7 8 9 10 Others: _____				
Recognize numerals up to 10				
The child can recognize numerals up to: 1 2 3 4 5 6 7 8 9 10 Others: _____				
Writes numerals up 10				
The child can write numerals up to: 1 2 3 4 5 6 7 8 9 10 Others: _____				
Sequences numbers				
Identify the placement of obejcts (e.g. 1st, 2nd, 3rd, etc) in a given set				
Solves simple addition problems				
Solves simple subtractions problems				
Groups sets of concrete objects of equal quantities up to 10 (i.e., beginning multiplication)				
Separates sets of concrete objects of equal quantities up to 10 (i.e., beginning division)				
Measures length, capacity, and mass of objects using nonstandard measuring tools				
Recognizes coins and bills (up to PHP 20)				
The child can recognize the following coins and bills: 5 centavos 10 centavos 25 centavos 1 peso 5 pesos 10 pesos 20 pesos				

Understanding the Physical and Natural Environment	Q1	Q2	Q3	Q4
Identifies body parts and their functions				
Records observations and data with pictures, numbers and/or symbols				
Identifies parts of plant and animals				
Classifies animals according to shared characteristics				
Describes the basic needs and ways to care for plants, animals and the environment				
Identify different kinds of weather				

RATING SCALE

Rating	Indicators
Beginning (B)	Rarely demonstrates the expected competency
	Rarely participates in class activities and/or initiates independent works
	Shows interest in doing tasks but needs close supervision
Developing (D)	Sometimes demonstrates the competency
	Sometimes participates, minimal supervision
	Progresses continuously in doing assigned tasks
Consistent (C)	Always demonstrates the expected competency
	Always participates in the different activities, works independently
	Always performs tasks, advanced in some aspects

TEACHER'S COMMENTS/REMARKS

First Quarter (Weeks 1 – 10)	**Second Quarter (Weeks 11 – 20)**
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
Parent or Guardian's Signature	Parent or Guardian's Signature
Third Quarter (Weeks 21 – 30)	**Fourth Quarter (Weeks 31 – 40)**
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
Parent or Guardian's Signature	Parent or Guardian's Signature

ATTENDANCE RECORD

	Q1	Q2	Q3	Q4
Days Present				
Days Absent				
Days Tardy				
Days Incomplete				

This   is   to   certify   that   _____ of
_____ has developed the general competencies based on the Kindergarten
Curriculum Guide.

_____   _____
Teacher's Signature   Date

_____   _____
School Head's Signature   Date